



Learning in EYFS:

What Computing Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for computing within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for computing.

It is worth noting that the current EYFS framework no longer has a Computing ELG, however it is acknowledged that ICT should be looked at holistically across all areas of learning as it is an integral part of children's everyday lives.

The most relevant statements for computing are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World
- Expressive Arts and Design

Taken from the Our Lady & St Benedict EYFS

Nursery	Children will listen and respond to simple instructions	Children will develop their fine motor skills in order to use a range of tools, including iPads correctly.	Children will learn how to use the interactive whiteboard.	Children will learn how to play interactive games on the iPad/IWB.	Children will learn about safe online behaviour and how much screen time appropriate.	Children will use 2simple software to explore modes of transport and holidays in the past through online videos and games
Reception	Children will use an iPad to take photos, using photobooth.	Children will know how to select an app on an iPad.	Children will know how to use a trackpad to move a cursor. Children will learn about how to keep safe online.	Children will know how to use the laptop to make digital art using the programme 'paint'.	Children will know how to use keys on a keyboard to type their name.	Children will know how to programme a Bee-Bot.
Year 1	Building on EYFS skills of programming simple instructions to create movement e.g. bee bots map work, pupils begin to understand that an algorithm is a set of instructions.					

	<ul style="list-style-type: none"> Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program. <i>Links to children using a Bee-Bot</i> Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code. <i>Basic computer literacy taught in Reception helps to prepare children for this – using the laptop to make digital art and typing their name.</i> When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program. <i>A mixture of computer literacy and practice and early programming of a sequence with Bee-Bots will help to prepare pupils for this.</i>
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Outcomes from Development Matters

Computing			
Three and Four-Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Remember rules without needing an adult to remind them.
	Physical Development		<ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting.
	Understanding the World		<ul style="list-style-type: none"> Explore how things work.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - sensible amounts of 'screen time'.
	Physical Development		<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
	Expressive Arts and Design		<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.